

# Idaho FCCLA Transition Plan

How to transition Junior High/Middle School members to High  
School Chapters and recruit new members



## Suggestions from Idaho FCCLA Advisers

- Officers (Chapter, District, and State), members and/or Advisers visit Junior High/Middle Schools to promote FCCLA and FACS classes.
- Create a display at Registration or Open House to promote membership with new and returning students as well as parents
- Present information to FACS classes the first week of school.
- Make announcements and use school bulletins to get the word out.
- Have members invite friends to attend an event.
- Coordinate social events or Community Service including both Middle School and High School students.
- High School members will mentor incoming students.
- Middle/Jr. High School teachers/advisers will provide a list of FCCLA members and FACS students to the High School teachers/advisers.
- High School teachers/advisers will communicate with the Middle/Jr. High teachers about potential students/members.

Thanks to the following teachers/advisers for contributing ideas for our transition guide:

Cindy Agee – Sacajawea Junior High School

Ryan O'Rourke – Central Academy Alternative High School

Shannon Phillips – Meridian High School

Nancy Spofford – Skyline High School

Cheryl Tennant – Marsh Valley High School

# Sample Membership Recruitment Session Agenda

(FCCLA: The Handbook to Ultimate Leadership: page 68)

- Welcome guests and new students – chapter president
- Icebreaker to get people acquainted
- Introduction to FCCLA (skit, video, game, work stations, etc.)
- Team-building activity
- Discuss the chapter's ideas for the upcoming year: community service, national programs, conferences, STAR Events
- Explain benefits of being in FCCLA
- Nutritious snack (optional)
- Cleanup

# Recruitment Ideas

(The Handbook to Ultimate Leadership – page 82)

- Plan an FCCLA road trip! Have chapter leaders create an exciting 20-minute presentation that encourages people to join FCCLA and present it at nearby schools.
- Share information about FCCLA and FACS courses when new and incoming grade levels are signing up for classes at your school.
- Volunteer to help with new student orientation programs that provide one-on-one mentoring for new students. Include FCCLA as a potential activity new students could get involved in
- Carry out at least one activity each year that targets each grade in the school system (from elementary up).
- Sponsor a special event open to paid members only: a membership party, lock-in, retreat, field trip, just-for-fun excursion, etc.
- Emphasize chapter unity by wearing uniforms, t-shirts, hats, or other pieces of attire sporting the FCCLA logo and colors.
- Ask local businesses to give special discounts to members who can show their FCCLA car as proof of membership.
- Make a short promotional video about your chapter. Play it on the in-school television network.
- Create a chapter website. Include a link to the FCCLA national website, [www.fcclainc.org](http://www.fcclainc.org).
- Hold a fundraiser late in the year and use profits to reduce the cost of dues for the following year.
- Sponsor a “bring a buddy” campaign. Have each member bring at least one friend to a chapter event or district/region meeting and encourage that person to join.
- Sponsor a biking trip as a kick-off activity with the theme, “FCCLA Never Goes Flat.”
- Remind past members to re-join with notes that include a stick of gum and the message, “Stick with FCCLA”.
- Give treats to members who pay dues early. Attach notes to candy, like “This is your ‘payday’ for joining FCCLA” or “You were ‘mint’ to be an FCCLA member,” or “Be a ‘Smartie’ join FCCLA!”
- Create and distribute a “ticket to the future”. On it, explain the benefits of membership and chapter activities. Have students turn in the ticket for a discount off their annual dues.

- Sponsor a festival of popular movies. Before and after each film, explain how FCCLA addresses related issues, like making friends, handling money, finding career success, etc.
- Each day of the week post a question in every classroom, such as “What has keys to better relationships?” and “What are more than 220,000 people nationwide doing right now?” At the end of the week, post signs saying “FCCLA is the answer. What else do you want to know? Find out with FCCLA...join today!”
- Choose a word that describes FCCLA, like “family”, “leadership”, or “fun”. Translate it into another language and post it around school. Announce a time and place for a chapter meeting that will unveil its meaning.
- Invite potential members to a community service activity as a way to get potential members involved right away.

# Displays

(The Handbook to Ultimate Leadership, page 108)

A table-top display can be an effective way to attract the public's attention at school, local/state conferences, and other public events. Decide on the message and where the display will be used. Next, decide on the size and the materials. Consider, too, that displays catch the eye first then the mind; displays need to be creative, colorful, and clear.

- Adopt a brief, easy-to-understand theme, idea, or topic.
- Have a “take home” sheet at the exhibit to expand on the theme.
- Prominently display the name of the organization (Family, Career and Community Leaders of America) somewhere on your display.
- Make pictures, lettering, and props large enough to see a reasonable distance.
- Be sure the display is sturdy and can withstand travel, setup, and tear down.
- Arrange beforehand for a table that will support the size of the display.

**QUICK TIP:** Be sure to align your PR efforts with your school's policies and keep your administrator(s) informed.

## OTHER IDEAS:

- Include pictures of students participating in FCCLA projects
- Use students to design display – they can be very creative.
- Focus on family, community and career projects.
- Include samples (displays, portfolios or pictures) of STAR Events students have done.
- Access the national website for ideas
- Use handouts and power point presentations found in The Handbook of Ultimate Leadership. (See a sample list on page 7)

# FCCLA: The Handbook to Ultimate Leadership

The FCCLA Handbook to Ultimate Leadership is full of information about FCCLA including ready to use handouts and power point presentations. It is available for purchase from the FCCLA website. Listed below are some ideas that would be appropriate and useful for membership recruitment:

- Handout 1.1      Why FCCLA
- Handout 2.1      FCCLA information sheet in English or Spanish
- Handout 2.3      Introduction to FCCLA Lesson Plan
- Handout 6.1      Ten Ground Rules for Recruitment Success
- Power Point 1.14   Ultimate Leadership Experience
- Power Point 3.16   Programs, Projects and Competitive Events
- Chapter 1          The Ultimate Leadership Experience
- Chapter 2          Getting Started
- Chapter 6          Membership
- Chapter 8          Chapter Communication and Public Relations

Other helpful information for recruitment from the handbook:

- Frequently asked question and answers (page 26)
- Membership Retention A to Z (page 83)
- What is your message ..... frequently asked questions (page 100)



## Other FCCLA resources:

[www.fcclainc.org](http://www.fcclainc.org) (National website)

- Programs
  - Power of One program
  - Lesson plans & Activities
  - Integrating FCCLA
  - Dynamic Leadership
- News & Media
  - The Guide to Promoting FCCLA
  - Teen Times
  - The Adviser
- Chapter Advisers
  - At-A-Glance Calendar
  - Top Ten Things to Know About FCCLA
- Membership
  - Step One activity
  - Membership & Recruitment
  - Be Part of It! FCCLA
  - Why FCCLA?
- Shop Online – FCCLA Store (publications)
  - FCCLA: The Handbook to Ultimate Leadership #PB45 \$59.00
  - FCCLA: What's it all about? #AV15\_VHS or #AV15\_DVD \$45.00
  - The Essential Guide to FCCLA in the Classroom #PB15 \$20.00
  - Middle Level Comprehensive Guide CD #PB16 \$55.00
  - Energizers and Icebreakers #PB77 \$9.00
  - Leadership Lessons #PB83 \$12.00
  - More Leadership Lessons #PB85 \$12.00
  - Inspire! 2: Ice Breakers & Openers #PB95 \$50.00

## Other resources:

- [www.pte.idaho.gov](http://www.pte.idaho.gov)  
Leadership Activity/Resource Guide  
Explore Teamwork:  
Activities: 1, 5, 8, 9, 10, 15, 16, 21, 23, 28, 30, 32, 33
- [www.trileadership.com](http://www.trileadership.com)  
Designed the Ultimate State Officer Academy (USA Training)  
in conjunction with National FCCLA
- [www.PersonalLeadershipInsight.org](http://www.PersonalLeadershipInsight.org)  
Rhett Laubach
  - Keynote speaker at the Idaho State Leadership Conference, 2010
  - JSL Facilitator, 2009, 2010
  - The Activator (\$12.95)
  - Leaders in GEAR (\$16.95)
- School Tube <http://www.schooltube.com/user/nationalFCCLA>
- Free websites
  - [www.icebreakers.ws](http://www.icebreakers.ws)
  - [www.teambuildingguide.com](http://www.teambuildingguide.com)
  - [www.training-games.com/free-icebreakers](http://www.training-games.com/free-icebreakers)
  - [www.businesstrainingworks.com](http://www.businesstrainingworks.com)
  - [www.training-games.com](http://www.training-games.com)
  - [www.team-building-leadership.com/free\\_icebreakers.html](http://www.team-building-leadership.com/free_icebreakers.html)
  - [www.teampedia.net](http://www.teampedia.net)
  - [www.group-games.com](http://www.group-games.com)

## Workshop Facilitation Ideas

### Spaces and Places:

Create a space that is inviting and engaging as soon as the participants walk into the room! Below are some ideas to help you get started!

- **Interior Setting:** The physical environment can make or break the training. The ideal setup depends on your presentation style and facilitator goals. For example, if you would like the leaders to work in teams, consider small workstations or round tables that will accommodate the teams comfortably. If you are presenting a topic where students need to be able to see the front of the room and need room to write, a “U shape” or “hollow square” may be best for that particular part of the training. Don’t be afraid to change the set up or abandon the seating all together!
- **Eye Candy:** Eye candy is defined as all of those crazy posters, flip charts, or signs that manage to make their way onto the wall in a training room! It adds visual interest to the room, as well as can provide information and be used as learning tools throughout the training. Eye candy is essential to transforming boring meeting space into “FCCLA leadership space”; a room that stimulates ownership, concentrates attention on FCCLA and what they are learning.

### Table Toppers:

Stimulating and energizing your meeting space is not limited to the walls in the room. Find ways to integrate the ceiling, floor, chairs, and tables too!

### The Sound of Leadership:

Without even saying a word, participants can get great vibes from the way a room sounds! Music can set the mood for each and every activity you facilitate.

### May I have your attention, please?!

We know that students learn in different ways. We have our visual students and we have auditory learners. And of course, we have the largest population that falls into the category of kinesthetic learners, or those who learn by moving, touching and doing. It is not realistic to think that every part of every lesson can be 100% hands on, there are some opportunities you can create in your space to engage our kinesthetic friends!

(Taken from FCCLA Facilitation Guide for “Getting Started: Your Guide to Becoming the Ultimate State Leader”)



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# Icebreakers

## Icebreaker Activity #1: It's About Time

### Supplies:

- Paper plate or sheet of paper
- Writing instrument
- List of clock questions

### Operation:

- Distribute a paper plate/sheet of paper and writing instrument to each participant.
- Ask the participants to draw a clock face. The hours (12:00, 1:00 etc.) should be clearly denoted. A space should be left besides each hour.
- When they are given the signal, each participant will work their way through the room to schedule “an appointment” with someone else in the class. They should be encouraged to make an appointment with someone they do not know or do not know well. Write the name of the person in the space beside the “hour” they have chosen to meet. It is important that if someone makes an “appointment” with you, that they also write their name down as to not double book any appointments. Participants would make an appointment for every hour. Therefore, in the end, you should have 12 appointments (if you are short on time you can slim down the clock to 12:00, 3:00, 6:00 and 9:00 for example).
- The facilitator will call out a time in random order. So, for example, if 4:00 is called, then each participant finds the person with whom they made the 4:00 appointment.
- The participant and their “appointment” should then answer the question posed by the facilitator. There is a different question for each hour. Participant should write the answer to the question beside the person’s name.
- When the facilitator calls out another “appointment time”, participants should quickly find their appropriate appointment for that time and listen for the next discussion question. The activity will repeat itself until all 12 appointments have been met.

- The meetings are also a good way to practice networking and professionalism skills like proper handshakes, greetings, and closing a meeting (e.g. “It was a pleasure to meet with you Sam.”)

#### Debrief

- More often than not, the first things that we learn about other people, besides their name, includes general things such as where they attend school, grade level, favorite subject, family, etc. And for all intents and purposes, we know, or will know, those things about each other as the session progresses.
- The purpose of this activity is to learn a few more interesting tidbits about each other...those more involved questions that cause us to think, connect, and really share information that we would never otherwise ask nor have the chance to share in a traditional conversation or format.

Sample “It’s About Time” questions (You may assign any “time” to them or create your own.)

12:00 If you were stranded on a desert island, what two things (other than a cell phone and a boat) would you like to have with you?

1:00 If you were going to write your autobiography, what would you title it and why?

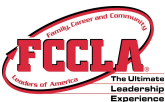
2:00 What is the one food you couldn’t live without?

3:00 What do you do in your free time, and what is one hobby or skill you would like to learn?

4:00 What is your favorite movie and why?

5:00 What is the most adventurous thing you have ever done?

- 6:00 If you had to participate in a reality TV show, which one would it be and why?
- 7:00 If you could change one thing about people, what would it be and why?
- 8:00 If you could have dinner with anyone FAMOUS (dead or alive) who would it be and what 3 questions would you ask them?
- 9:00 Who is your hero and why? What one characteristic does he or she possess that you admire?
- 10:00 If you could give one piece of advice to your peers, what would it be?
- 11:00 In ten years, where do you see yourself and what are you doing to prepare for that future?



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## Icebreaker Activity # 2: FCCLA BINGO or Scavenger Hunt

### Supplies:

BINGO Card or Scavenger Hunt list  
Pencils  
Small prizes

### Operation:

- Arrange the items on the list in a BINGO format or a simple list.
- Each blank space identifies something about the people attending your meeting.
- Seek out your fellow participants and ask if one of the listed items pertains to them.
- Ask them to sign their names in the appropriate place on your BINGO card or Scavenger Hunt page.
- Depending on how many people are in attendance, it is more fun to find as many different people to sign as possible.
- Offer small incentives or prizes for the first BINGO, blackout or list completion.

### Possible list of traits:

Plays tennis  
Plays basketball  
Likes to snowboard  
Likes baseball  
Can run more than a mile  
Likes to camp  
Speaks a different language  
Has visited more than 3 states  
Was born somewhere other than Idaho  
Favorite color is red (blue etc.)  
Plays a musical instrument  
Has taken more than 1 FCS class  
Has blue eyes (brown, green)  
Is an only child  
Has attended an FCCLA conference  
Likes to read for fun

Plays soccer  
Likes to ski  
Likes football  
Exercises at least 3 X per week  
Likes to fish  
Likes to swim  
Has flown in a plane  
Was born in Idaho  
Has traveled outside of U.S  
Is wearing red (or other color)  
Has been in a school play  
Loves spinach  
Has red hair (brown, blonde)  
Has more than 3 siblings  
Is an FCCLA officer  
Has participated in a  
community service project



Knows what FCCLA stands for

Knows 1 FCCLA Nat. program

Other possibilities: favorite food, favorite movie, favorite book, favorite class, favorite music or performer, athletic team, car or vehicle, dream vacation etc.

Use items from the list that apply to your group or make up some that fit your audience better. The idea is to get the students to meet and mingle.

## Ice Breaker Activity # 3: Treasure Hunt

### Supplies:

Treasure Hunt handout forms  
Pencils  
Small prizes

### Operation:

- At the start of the program, explain the importance of getting acquainted with the other participant.
- Hand out copies of the form to each attendee
- Ask that everyone find at least one similarity (e.g., “grew up in Twin Falls, Idaho)
- Ask that everyone find at least one dissimilar trait (e.g., “football fanatic” vs. “dislikes sports”) for other participants.
- Give participants a set amount of time to complete the activity but feel free to adjust based on the size and participation level of the group.
- Reward those participants as they complete their list.
- It might be fun to share some of the results with the group so that everyone can learn something about the others too.

## FCCLA Treasure Hunt

Name: \_\_\_\_\_

Instructions: Circulate around the room finding one trait you have in common (e.g., “newcomer to the town or school” and one item quite dissimilar (e.g., “has gone to the same school for 3 years” vs. “changed schools at least once”) for as many other participants as you can. Try to find a variety of things you have in common and different with others.

	<u>NAME</u>	<u>ALIKE</u>	<u>DIFFERENT</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____
11.	_____	_____	_____
12.	_____	_____	_____

# Team Building

## Team Building Activity # 1: Lily Pads

### Supplies:

- Sheets of paper or foam for lily pads
- Timer or watch
- Tape (must mark off the swamp area with tape)

### Operation:

The entire team must move across a might swamp only using Lily Pads to deliver themselves and their team. Circular disks represent the “lily pads” team members can use to step on to safely cross the river. The catch – once a lily pad has been placed on the ground, it must be occupied or being touched by a team member at all times! If a lily pad is left unoccupied for ANY amount of time, it is “washed away down the river” and the facilitator removes the lily pad from use and the team has one less lily pad to use in the crossing.

- Break teams into two large groups.
- The team must determine a strategy for how to use the lily pads to cross the swamp. A lily pad must be occupied or touched at all times.
- Participants who fall in the river are penalized and must start over.
- If falling off the lily pad creates an “empty” lily pad, then the team loses the lily pad too.
- Have the two large groups stand behind the edge of the “swamp”. Give them 5 minutes to re-evaluate and determine their plan.
- At the end of 5 minutes, instruct them to go (even consider the thought of “racing” the other team to see what that does to their group process, accuracy, etc.).
- If for any reason someone is not in contact with a lily pad in the swamp area, the facilitator needs to remove the lily pad from play. Now the group has one last pad to work with. Watch close!
- If a team loses all their lily pads, give time to reflect on their loss, and then let them have another shot. However, they don’t just get their lily pads. Back. The must perform TWINKLE, TWINKLE, LITTLE STAR or I’M A LITTLE TEA POT in order to win them back for a second try.

### Rules:

- Lily pads must be utilized at all times once they are placed on the ground.
- If a team member falls off the lily pad, the lily pads are lost and the team member must start over.
- A lily pad cannot be picked back up once it has been placed on the ground. It can however be moved on the ground.
- Teams cannot “practice” their process in the swamp.

### Debrief:

- What was difficult about this activity?
- Who stepped forward with the idea or plan for how to solve? Who stepped back to listen? Why?
- Did everyone listen?
- Who seemed to be left out? Why?
- Who was the encourager(s) in the group? What difference does this make?
- Who was the instructor in the group? What difference does this make?
- Did anyone build a side strategy?
- How did you feel when your group lost a lily pad? How did the person feel who was responsible for losing it?
- What did the people do who made it across to the other side? Were they talking, engaged, etc.?
- When you got the whole group to the other side, was there celebration?
- Did anyone watch the other team to see what they were doing? What did you do with this information?



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Teambuilding Activity # 2:      Build the Ultimate FCCLA “Wish Machine”  
or Ultimate FCCLA Member

Supplies:

Each group of 4-6 will get a bag of 30 balloons of various shapes.

If desired, provide other or different supplies to make the project creative

Marshmallows and spaghetti

Tinker toys

Straws

Graham Crackers and frosting

Paper and glue

Other????

Operation:

- Teams should have 4-6 people in each group.
- Teams sit in a circle on the floor or in chairs.
- Each team gets a bag of at least 30 balloons (or other supplies).
- The bag stays closed until the activity leader begins.
- Each team will take 5 minutes to plan how they are going to build an ultimate FCCLA “Wish Machine”.
- After 5 minutes of planning, announce that everybody competing must put their strongest hand behind their back and that hand cannot be used at any time during the construction.
- The teams can open the bags and begin construction.
- Given a set amount of time, participants will build their “Wish Machine” or Ultimate FCCLA Member using all of the group members.
- When constructed, participants will discuss 3 ways their “Wish Machine” or Member could be used to accomplish an Ultimate FCCLA goal or project.
- Each team will show their creation to the group telling how the team shared the building responsibilities (team building). They will also share at least 1 way their creation could be used to accomplish an Ultimate FCCLA goal or project.

## Teambuilding Activity # 3: Focus Ball

### Supplies:

One volleyball sized ball per team

### Operation:

- Have students split up in teams of at least 5 and no more than 8. Each team gets a ball and needs enough floor space to get in a wide circle (anywhere from right next to each other in the circle up to 10 feet in diameter).
- Explain that their objective is to tap (using only their fingers, not their palms or fists, etc) the ball from team member to team member.
- They cannot tap the ball to the person directly to their left and right in the circle.
- The ball must touch everyone in the circle before it comes back to the person who started.
- If the ball touches the ground, then they must stop and wait for the next “timing”.
- The competition starts when the activity leader starts the time.
- The winning team will be the one who keeps the ball off the ground the longest.
- The team members will be responsible for making certain they follow the rules.
- Once a winning time has been established, let all teams try again. The activity leader can continue this process as long as time allows. We recommend having between 3-7 timings.
- Designate a set number of minutes for planning prior to the start and between each timing. This helps emphasize the need for and benefits of having a plan to accomplish a task. If the leader does not designate this time, they will likely just start without clearly thinking it through.
- Do a short interview with each group to find out the strategies they used. Then debrief.

The Activator

2009

[www.PersonalLeadershipInsight.org](http://www.PersonalLeadershipInsight.org)

Rhett Laubach

## Sample Letter

From high school chapter to request opportunity to present to a middle/junior high class

Your name and title  
Your chapter's name  
Your chapter's address

Date

Name of person being contacted  
Address of school

Dear \_\_\_\_\_, (Middle/Jr. High School FACS Teacher or FCCLA Adviser)

As the \_\_\_\_\_ (chapter officer of the high school FCCLA chapter), I would like to visit your school or classroom to share information about FCCLA. Family, Career and Community Leaders of America (FCCLA) is one of the largest youth-led organizations and with family as its' central focus. It offers members the opportunity to expand their leadership potential and develop skills for life necessary in the home and workplace. Our \_\_\_\_\_ (school) chapter has \_\_\_\_\_ members and are active at the local, district, state and national levels. We participate in a variety of national programs including \_\_\_\_\_ (list a few programs: ex. STAR Events, Community Service, Families First). (You may want to give specific examples). Any student who has taken or is currently taking an FACS class is eligible for membership.

I look forward to meeting with you and your students. We can plan our presentation to meet your schedule and space available. Please call me at (phone number) or my adviser (Adviser's name) at (phone number) if you have any questions. You may also e-mail me at (e-mail address).

As your students transition to high school, we would like to invite them to enroll in an FACS class and become a member of FCCLA, The Ultimate Leadership Experience.

Sincerely,

(Signature)

(Typed name)

(Office)

(High school chapter)



## Sample Letter

From middle/junior high school program or chapter to request a presentation from a high school chapter – to be used with administration for school time release

Your name and title  
Your school or chapter's name  
Your chapter's address

Date

Name of person being contacted  
Address of school

Dear \_\_\_\_\_, (HS FACS Teacher, FCCLA Adviser or Chapter President)

As the FACS teacher at (middle/junior high school) I would like my students to know about the opportunities FCCLA offers as they move into high school next year. (Or you may want to start a middle/junior high chapter and need a high school mentor chapter). Many of my students will be attending your high school as incoming freshmen next year and would benefit from being a member of FCCLA and enrolling in an FACS class. I would like to invite you to visit our school and present to my classes so that my students will be better informed.

I look forward to talking with you about some of the possibilities. I have a flexible schedule but am especially interested in \_\_\_\_\_. Please call me at (school phone number), if you have any questions, so that we can set a date for your visit. You may also e-mail me at (e-mail address).

As my students transition to high school, I would like them to have an opportunity to enroll in an FACS class and become a member of FCCLA, The Ultimate Leadership Experience.

Sincerely,

(Signature)

(Typed name)  
(High school or chapter)